

NCA Self Study
Criterion 4 Documents

Eastern Illinois University

Year 2014

Online Learning Committee Report
2011-2012

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Online Learning Committee Report



Report to the Provost and Vice President of Academic Affairs

Eastern Illinois University

2011-2012

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Committee's Charge from the Provost

1. Analyze a comprehensive list of current online course offerings, and the role of these courses in the curricula of our colleges and departments.
2. Review the current debates among scholars of education about online learning.
3. Compare Eastern's approach to online education with that of peer and non-peer institutions.
4. Recommend priorities for distance education in the context of our mission, the current framework for academic technology, as well as our enrollment goals.
5. Make policy recommendations to CAA, CGS, and COTE regarding online learning.

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Definition of Terms

Technology delivery modes

Traditional (TR): No computer technology skills required

Technology Aware (TA): A technology-aware course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.

Technology Enhanced (TE): A technology-enhanced course section further augments a regularly scheduled course section and adds opportunities for interaction between the faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and dominant mode of instruction is face-to-face.

Technology Delivered (TD): A technology-delivered course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

Global Questions Related To Online Learning

What does the literature suggest about the equivalence of student learning in online versus Face-2-Face (F2F) courses?

The U.S. Department of Education's (2010) meta-analysis of the research literature from 1996-2008, suggested that students in online learning conditions performed modestly better than those receiving face-to-face instruction. The largest difference was found in studies contrasting blended (hybrid) courses with face-to-face courses. Zhao, Lei, Yan and Tan (2005) suggested that studies prior to 1998 found distance education to be less effective than face-to-face education while those after 1998 found the opposite. This may be an indication that distance programs are getting better—with more powerful delivery media and more sophisticated support systems.

Sitzmann, Kraiger, Stewart, and Wisher (2006) argued that delivery media, such as computers, video-conferencing, and the internet, are inconsequential in affecting learning outcomes, especially when compared with more powerful influences such as individual differences and instructional methods. Instructional methods refer to techniques used within a course to convey course content such as lecture, reading textbooks, assignments, or group discussions.

Sitzmann et al suggested when students were randomly assigned to delivery, classroom instruction was more effective than web-based instruction for teaching declarative knowledge ($d = -.26$). Studies were more likely to provide support for web-based instruction when research participants were allowed to self-select into courses. Web-based and classroom instruction were equally effective for teaching declarative knowledge when similar instructional methods were used to deliver the two courses. This suggests that unique instructional methods or learning conditions are driving observed differences in the effectiveness. In addition, web-based instruction was on average 11% more effective than classroom instruction for teaching declarative knowledge when different instructional methods were used to deliver the two courses. Classroom instruction was 20% more effective than web-based for teaching declarative knowledge when web-based failed to provide control, practice, and feedback to learners and in short courses ($d = -.51$). Thus, attention to course design features is critical for maximizing learning outcomes.

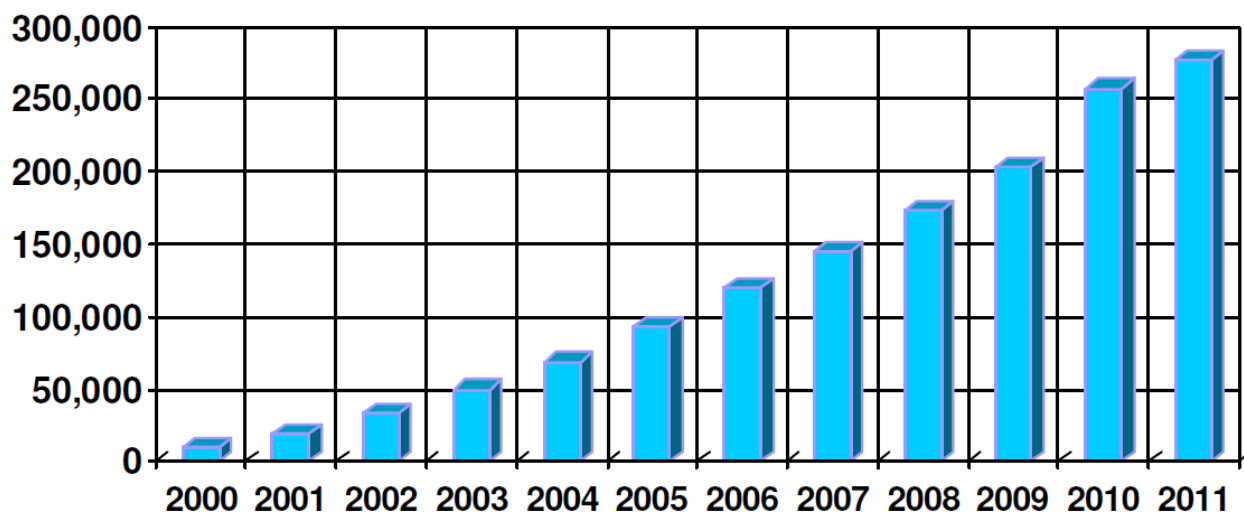
Is the amount of time spent by the instructor for an online class equivalent to that spent in a face-to-face class (short term and long term)?

Faculty teaching both face-to-face and online courses reported a greater time investment for online courses. Further, the perception and expectation of being available 24/7 added to the time investment. However, there was no consistency in the frequency and time investment of faculty as related to threaded discussions. Research still indicates a need for further faculty development and support to make online teaching more effective and time-efficient.

- Frequency and Time Investment of Instructors' Participation in Threaded Discussions in the Online Classroom (<http://www.ncolr.org/jiol/issues/pdf/6.1.1.pdf>)
- Investigating perceptions of teaching online vs. F2F: http://patricklowenthal.com/publications/Investigating_Perceptions_of_Teaching_Online_and_F2F.pdf
- Face-to-face teaching to online distance education classes: Some challenges and surprises: <http://www.ascilite.org.au/conferences/auckland02/proceedings/papers/127.pdf>

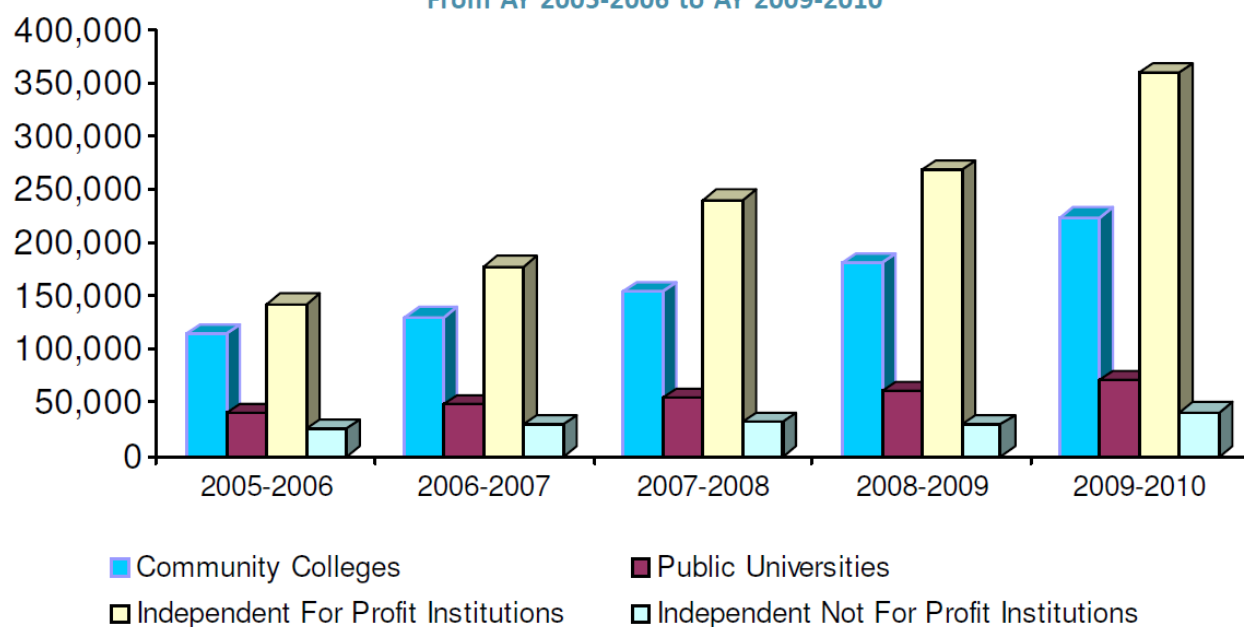
What are the trends in online enrollment?

**Enrollments in Online Courses
at Illinois Colleges and Universities
Spring 2000 to Spring 2011**



Distance Education Enrollments at Illinois Colleges and Universities (Illinois Virtual Campus, 2011) <http://www.ivc.uillinois.edu/report/pdf/Spring11.pdf>

**Online Enrollments
at Illinois Colleges and Universities
by Sector
From AY 2005-2006 to AY 2009-2010**



Distance Education Enrollments at Illinois Colleges and Universities (Illinois Virtual Campus, 2011) <http://www.ivc.uillinois.edu/report/pdf/Spring11.pdf>

Growth of online enrollment in Illinois has been much slower for public universities than community colleges and for-profit institutions.

What are the trends in adoption of online education by discipline/program?

The University Leadership Council (2010) suggested that certain disciplinary characteristics influence the speed and ease of departments' adoption of online education. They suggest that the following disciplinary characteristics/factors are related to faster adoption and broader faculty support:

- High degree of disciplinary consensus
- Close alignment with specific types of professional employment
- Computer technology has been central to the emergence of the discipline and it's analytical methods
- Majority of courses are lecture based and/or have minimal or no lab or studio components
- National professional organization has accrediting procedure, articulates detailed student learning outcomes
- Department has some courses taught by graduate students or non-tenure-track instructors
- Department responsible for high number of "service" courses primarily taken by non-majors

The University Leadership Council (2010)(p.204-205) also summarized the ease and rate of increase in online education by individual disciplines such as Business, Communications, Computer Science, Education, Engineering, Health Professions, Humanities, Natural Sciences and Mathematics, Social Sciences, Virtual and Performing Arts in terms of their 1) disciplinary predisposition to online education; 2) ease of curricular conversion; 3) relative impact on undergraduate enrollment/access; and 4) potential rate of increase from Master's and Professional education. This report can currently be viewed online at

http://castle.eiu.edu/acaffair/OnlineLearningCommittee/Online_Distance_Education.pdf

Aud et al (2011) summarized enrollment trends in online courses and programs by discipline in 2003/2004 and 2007/2008 based on information from the U.S. Department of Education, National Center for Education Statistics. Business/Management, Health Professions, and the Humanities had the largest enrollments in individual courses and degree programs over the entire period. The percentage of undergraduates who took any distance education courses rose from 16 percent in 2003–04 to 20 percent in 2007–08; over the same period, however, the percentage who took their entire program through distance education decreased from 5 to 4 percent. In addition to these undergraduate students, about 0.8 million, or 22 percent, of all postbaccalaureate students took distance education courses in 2007–08. The percentage of postbaccalaureate students who took their entire program through distance education (9 percent) was higher than the percentage at the undergraduate level. Data from Aud et al is displayed in the table below:

Field of Study	2003/2004 Taking Any Online Course (# Students in thousands)	2007/2008 Taking Any Online Course	2003/2004 Taking Their Entire Program Online	2007/2008 Taking Their Entire Program Online
Business/Management	550	811	206	203
Computer Science	177	190	66	56
Education	218	272	58	38
Engineering	96	166	26	24
Health	427	667	138	122
Humanities	276	620	76	77
Life Sciences	81	174	20	20
Mathematics	12	16	Reporting standards not met for these disciplines	
Physical Sciences	12	22		
Social/Behavioral Sciences	165	226	46	30
Vocational/Technical	62	94	20	18
Undeclared Major	622	605	233	101
Other	265	414	79	81

Allen and Seaman (2011) also reported recent trends in online enrollment by discipline. Although the authors concur that the overall number of students taking at least one online course has gone up every year, individual institutions and specific programs within these institutions may not always experience the same level of growth. The authors reported that the Health professions discipline appeared to be the fastest growing. Programs in Computer and Information Sciences and Liberal Arts also showed an increased proportion with steady enrollments. Declines in online enrollment were rare.

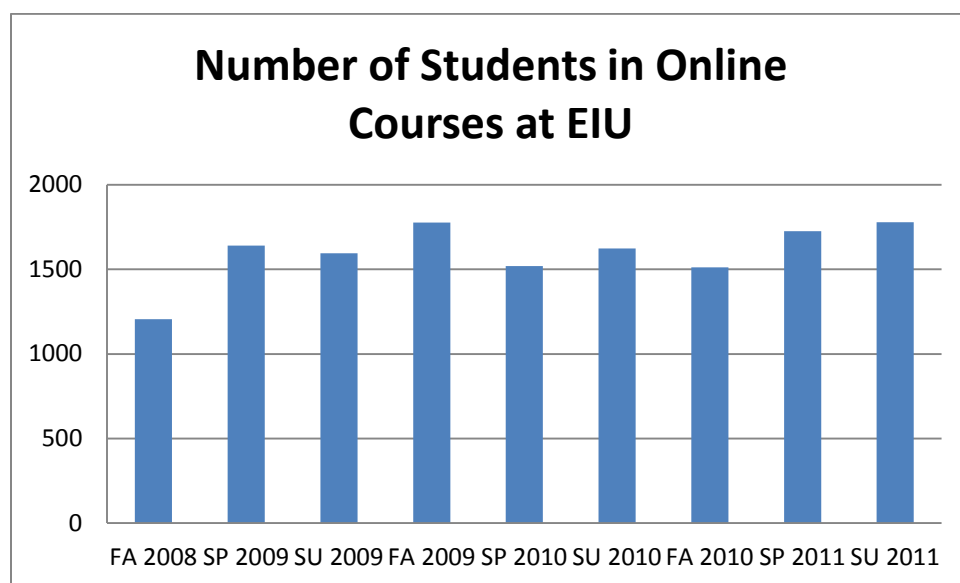
What is EIU's Current Offering of Online Courses?

How many online courses are being offered at EIU?

Over the past three summers, Technology Delivered (TD) sections averaged 13.6% of total sections offered (summer 2009=14%; summer 2010=13.9%; summer 2011=12.9%). During Fall and Spring semesters, TD sections comprise an average of 3% of all sections (a low of 2.5% Fall 2008 and a high of 3.2% Spring 2009 and Fall 2009). The proportion of TD sections compared to all sections has remained relatively steady Fall 2008 through Summer 2011.

Contrary to popular belief, the data does not indicate a proliferation of TD offerings at EIU over the past 3 years.

Number and Percent of All Sections Offered, by Delivery Mode									
	ALL SECTIONS	Face-to-Face Sections		Technology Aware Sections		Technology Enhanced Sections		Technology Delivered Sections	
TERM	NUMBER	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
FA 2008	2852	1684	59%	559	20%	532	19%	72	3%
SP 2009	2670	1591	60%	516	19%	473	18%	85	3%
SU 2009	710	432	61%	94	13%	82	12%	100	14%
FA 2009	2696	1578	59%	559	21%	464	17%	87	3%
SP 2010	2680	1639	61%	468	17%	481	18%	77	3%
SU 2010	669	412	62%	70	10%	88	13%	93	14%
FA 2010	2664	1607	60%	507	19%	471	18%	76	3%
SP 2011	2649	1589	60%	486	18%	489	18%	82	3%
SU 2011	735	423	58%	103	14%	105	14%	95	13%



Enrollment in online courses at EIU increased from 2008 to 2009 but has remained relatively steady in the last two years, ranging from 1512 to 1779 seats filled in online courses per semester. This is fewer than many other in-state institutions.

Sample of Illinois Institutions	Enrollment in Online Courses Spring 2011
Eastern Illinois University	1,579
Illinois State University	1,703
Northern Illinois University	2,485
Western Illinois University	3,008
Southern Illinois University at Edwardsville	422
DePaul University	9,797
University of Illinois at Springfield	4,895
University of Illinois at Urbana-Champaign	3,412
Lakeland College	3,437
Parkland College	5,626
Illinois Central College	3,493
Lincoln Land Community College	2,767
Richland Community College	2,433
College of DuPage	8,478

Distance Education Enrollments at Illinois Colleges and Universities (Illinois Virtual Campus, 2011) <http://www.ivc.uillinois.edu/report/pdf/Spring11.pdf>

What courses are being taken online at EIU?

Below are all the online courses at EIU that students enrolled during Fall 2011 have taken since Fall 2007. Graduate level courses number 4750 and above are highlighted in yellow.

AET 2300G	CTE 3100	EIU 4171G	FCS 5450	JOU 3903
ART 4749	ECN 2801G	ENG 2003	FCS 5460	JOU 3920
BGS 2985	ECN 2802G	ENG 3001	FCS 5850	JOU 4801
BGS 3001	ECN 3810	ENG 3010G	FCS 5852	JOU 4802
BGS 3984M	ECN 3860	ESC 3200	FCS 5900	JOU 4803
BGS 3997	EDA 5600	FCS 2275	FCS 5951	KSS 1150
BGS 3999	EDA 5900	FCS 3300	GEG 1100G	KSS 3700
BIO 2002G	EDF 2555	FCS 3810	GEG 1200G	KSS 3720
BIO 2003G	EDF 4450	FCS 4230	GEG 3200	KSS 4275
BIO 3003G	EDF 5500	FCS 4240	HIS 1500G	KSS 4325
BIO 3985	EDP 5300	FCS 4244	HIS 2010G	KSS 4761
BIO 3987	EDU 4550	FCS 4246	HIS 2020G	KSS 4880
BIO 3988	EDU 4560	FCS 4250	HIS 4775	KSS 5170
BIO 3989	EDU 4561	FCS 4256	HST 2000	KSS 5214
CDS 2200	EDU 5400	FCS 4262	HST 2270	MIS 5105
CMN 2010	EIU 2919	FCS 4345	HST 2900	MUS 2555G
CMN 2030	EIU 4102G	FCS 4680	HST 4800	MUS 2557G
CMN 2650	EIU 4106G	FCS 4845	HST 4890	MUS 3562G
CMN 3985	EIU 4109G	FCS 4859	HST 4998	NUR 3103
CSD 5510	EIU 4112G	FCS 4860	INT 2300G	NUR 3203
CTE 1420	EIU 4158G	FCS 5230	INT 4970	NUR 3303
CTE 3000	EIU 4165G	FCS 5301	JOU 3820	NUR 3604

NUR 3703	OPD 4855	PLS 3863	PSY 5970	TEC 5283
NUR 3985	OPD 4880	PLS 4823	RLS 1200G	TEC 5313
NUR 4106	PHI 1200G	PSY 1879G	SED 4000	TEC 5323
NUR 4203	PHI 1900G	PSY 3515	SOC 1838G	TEC 5333
NUR 4506	PHI 3020	PSY 3521	SOC 2710G	TEC 5343
OPD 4700	PHY 1055G	PSY 3525	SOC 2750G	TEC 5363
OPD 4800	PHY 3010	PSY 3590	SOC 3622	TEC 5413
OPD 4810	PHY 3011	PSY 3620	SOC 3660	TEC 5523
OPD 4820	PHY 3045G	PSY 3690	SOC 3780	TEC 5970
OPD 4825	PHY 3050G	PSY 3720	SOC 4000	THA 3400
OPD 4830	PLS 1153G	PSY 3780	TEC 5133	THA 3751G
OPD 4835	PLS 2253G	PSY 3870	TEC 5173	
OPD 4840	PLS 2603	PSY 4585	TEC 5203	
OPD 4845	PLS 3553	PSY 5400	TEC 5223	
OPD 4850	PLS 3653	PSY 5585	TEC 5233	

What General Education Courses are offered online?

GENERAL EDUCATION REQUIREMENTS

Humanities and Fine Arts	9 hours
Language	9 hours
Mathematics	3 hours
Scientific Awareness	7 hours
Senior Seminar	3 hours
Social and Behavioral Sci	9 hours
TOTAL	40 hours*

GENERAL EDUCATION ONLINE COURSES

A total of 21 general education courses have been taught online from Fall 2007- Summer 2011

HUMANITIES: 3 Online Courses

African American – no online
English – ENG 3010G
 Foreign Language – no online
History – HIS 1500G
 Medieval Studies – no online
Philosophy – PHI 1900G
 Religious Studies – no online

FINE ARTS: 3 Online Courses

Art – no online
Music – MUS 2555G, MUS 2557G, MUS 3562G
 Physical Education – no online
 Theatre Arts – no online

LANGUAGE: No online Courses

Communication – no online
 English – no online
 Mathematics – no online

SCIENTIFICS AWARENESS: 2 Online Courses

Biological Sciences – no online
 Chemistry – no online
 Earth Science – no online
 Geology – no online
 Industrial Technology – no online
Physics – PHY 1055G, PHY3050G

SOCIAL AND BEHAVIORAL SCIENCES: 5 Online Courses

Anthropology – no online
 Economics – no online
 Geography – no online
 History – no online
 Philosophy – no online
Political Science – PLS 2253G
Psychology – PSY 1879G
Sociology – SOC 1838G, SOC 2710G, SOC 2750G
 Women's Studies – no online

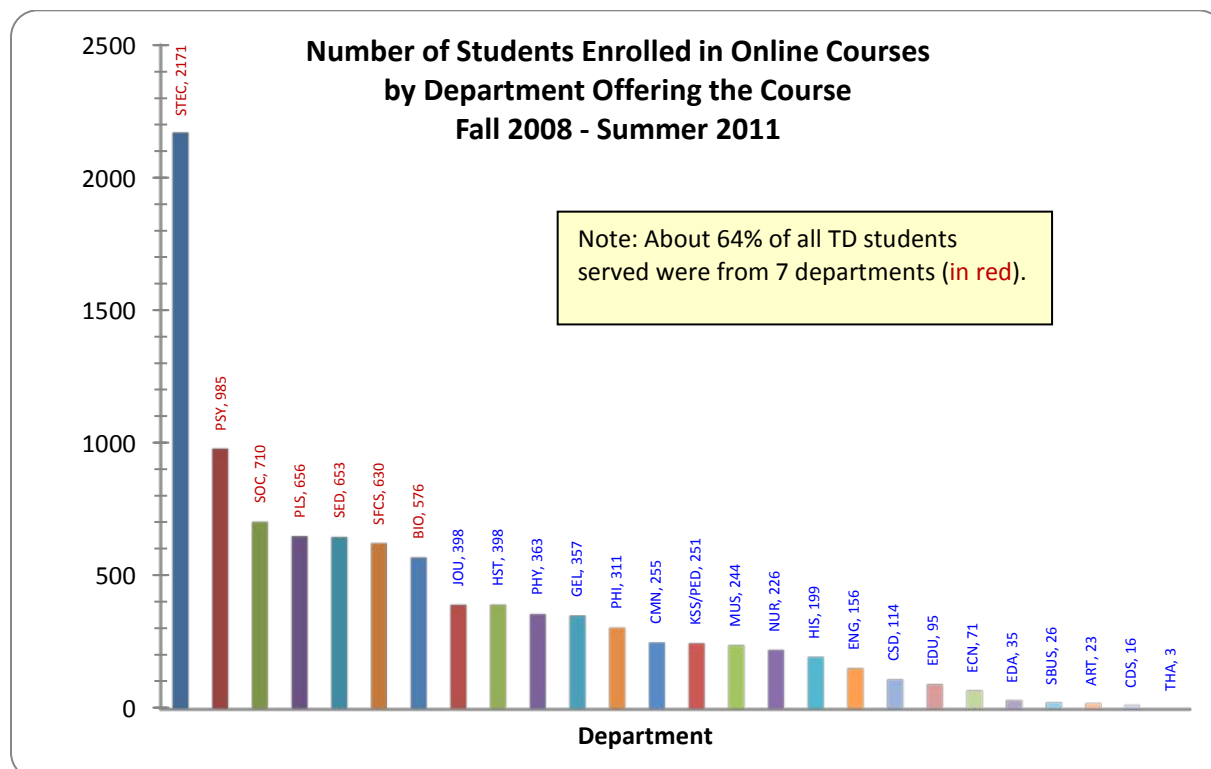
CONSTITUTION: 1 Online Course

History – no online

Political Science – PLS 1153G

SENIOR SEMINAR: 7 Online CoursesEIU 4102G, EIU 4106G, EIU 4109G, EIU 4112G,
EIU 4158G, EIU 4165G, EIU 4171**What departments are teaching online courses for EIU?**

Summary of data supplied by Dr. Mary Herrington-Perry (Fall 2008 – Summer 2011), using End of Term enrollments to plot the number of students served in TD courses by department.



Note: The data above do not include about 740 more students who took courses in the BGS program.

What degrees at EIU can be earned completely or partially online?

Degrees awarded completely through online offerings

1. BA in General Studies
2. BS in Nursing
3. BS in Organizational and Professional Development.

Selected undergraduate programs with the percent of the major that can be completed online:

- Health Studies, 12%
- School of Technology
 - Organizational and Professional Development, 100%
 - Applied Engineering and Technology, 0%
 - Career and Technical Education, 25%
 - MS in Technology, 50-75%

- Psychology, 66%
- The Alternative Bachelors in Child Care Education (ABC Program). The ABC curriculum consists of sixty hours of coursework, of both existing FCS courses and courses written specifically for the program. Forty-nine hours of coursework (20 courses), 82% of the required hours, are approved for online delivery.
- FCS graduate program requires 30 Semester hours of course work and a thesis or 32 semester hours of coursework without a thesis. 21 credit hours out of 30-32 hours (66%) can be taken in the online format.

How does EIU compare to peer institutions in online course offerings?

Out-of-state Peer institutions

Georgia Southern has extensive online course offerings including online degree programs at both the graduate and undergraduate level (<http://online.georgiasouthern.edu/>). They have a Center for Online Learning (<http://academics.georgiasouthern.edu/col/index.php>). Resources they offer include an orientation and tutorials for students taking an online course as well as resources for online course design (<http://academics.georgiasouthern.edu/col/id/index.php>) and information on online course software (<http://academics.georgiasouthern.edu/col/services/index.php>) faculty can use to better deliver their online courses. Their online courses are distributed through Georgia View, a WebCT/Vista based system.

University of Northern Iowa's online courses are managed through Continuing and Distance Education. They provide resources for both faculty (<http://www.uni.edu/continuing/faculty/online-procedures.shtml>) and students (<http://www.uni.edu/continuing/support/index.shtml>). They offer a Bachelor's degree in Liberal Arts online as well as several graduate degrees. Courses are delivered through a variety of methods including Adobe Connect, the Iowa Communications Network, and various web-based formats. Their online course offerings are extensive (<http://www.uni.edu/continuing/programs/courses/fall11/index.shtml>).

UNLV (<http://online.unlv.edu/>) offers both online education and hybrid courses. They offer several degree programs online at both the graduate and undergraduate level, as well as certificate programs. They provide resources for both faculty and students including tutorials, tips and training as well as guidelines for best practices. They are offering 490 online courses in Fall 2011.

University of Louisiana Monroe (<http://www.ulm.edu/online/>) offers online degrees at the associate, bachelor, master, and doctorate level through a program they call the GOLD (Gateway to Online Degree) program. The first graduates received their degrees in May 2009. They offer support resources for students, information on financial aid, and class schedules. They offered more than 50 courses online during the Fall 2011 semester.

St. Cloud State University (http://www.stcloudstate.edu/continuingstudies/distance/scsu_online.asp) has many online course offerings both fully online and blended (more than 500 each year) which are certified by Quality Matters, a national organization whose goal is to maximize the quality of online education. They have both graduate and undergraduate online degree programs as well as two online minors in criminal justice and community psychology. They offer resources for both faculty and students. Online courses are administered through the Center for Continuing Studies.

James Madison University (http://cit.jmu.edu/online_learning/) offers a great deal of support for online course and program development and institutionally they offer both hybrid and online courses. Their April 2010 best practices report (http://cit.jmu.edu/useruploads/files/JMU_Best_Practices.pdf) details their best practices for both online and hybrid course delivery.

The **University of Wisconsin Osh Kosh** offers online courses and degree programs through its traditional catalog as well as through the Center for New Learning (<http://www.uwosh.edu/ilce/cnl/programs>) which offers accelerated degree programs and courses toward professional certificates.

At **Appalachian State University** (<http://distance.appstate.edu/>), online courses are offered both on an ad hoc basis and as part of an authorized distance education program.

Sam Houston State University (<http://distance.shsu.edu/>) has one undergraduate degree program and several graduate degree programs available online. They also offer several undergraduate courses online (http://www.shsu.edu/~dl_www/undergraduate.html) and provide support for both faculty and students. They are offering 319 courses (some being multiple sections of the same course) online in the Spring 2012 semester.

In-state Peer Institutions

Western Illinois University online learning (http://www.wiu.edu/online_learning/) is administered through the School of Distance Learning, International Studies and Outreach. WIU has a variety of online course offerings and four degree programs: BA in General Studies, MS in Instructional Design & Technology, MS in Education, and a degree program for firefighters. They will offer 118 courses online in the Spring 2012 semester.

Northern Illinois University has a small online program with 35 courses available online (<http://www.niu.edu/academics/online/index.shtml>). Some of their courses are blended with a combination of face to face and asynchronous learning experiences. Students can complete core course requirements for several degree programs including the Bachelor of General Studies in Health and Human Sciences and the Bachelor of General Studies in Liberal Arts and Sciences among others.

Southern Illinois University has a robust online program (<http://distanceed.siu.edu/>) including three Bachelor's degree programs, four Master's degree programs and an online certificate program for event planning and management. They offer online courses in 23 programs and the core curriculum courses in Art and Design, Political Science, Music, and Sociology are all available online. SIU offers support to both students and faculty to enhance online learning

SIU Edwardsville has some online course offerings in education, information technology, English, Nursing and other subjects. Courses are also available at both the graduate and undergraduate level (<http://www.siu.edu/educationaloutreach/distance-learning.shtml>).

U of I Springfield has extensive online offerings with several degree programs, majors and minors, as well as graduate degree programs available online (<http://www.uis.edu/online/>). To enhance their degree programs they offer partnerships with several colleges throughout the state, mostly community colleges, to ensure that students can complete U of I Springfield online degree programs in a timely manner. They have a Center for Online Learning.

University of Illinois Chicago has a significant online course and degree offerings across several colleges (<http://exedweb.cc.uic.edu/uiconline/index.asp>). Many of their programs are online professional

certificate programs. More than 300 individual courses are available online from Human Anatomy and Physiology I to Marketing Management and Technical Writing. They also have a robust set of online resources for both students and faculty.

In searching **Illinois State University's** website, there does not seem to be a unified page with information about online course offerings though references are made to online classes throughout the website. It would appear they have not yet formally centralized their online efforts.

Northeastern Illinois University offers both online courses and hybrid instruction where at least 20% of a given course takes place online (http://www.neiu.edu/Faculty_Staff/Faculty%20Resources/Instructional%20Resources/Distance%20Education/Distance_Education.html). While they do not offer a comprehensive list of their online offerings, they are in the process of extending their online education program.

Chicago State University offers both online and hybrid courses. They offer nearly 100 online courses in multiple disciplines including criminal justice, accounting, geography, English, psychology, education, and others. A listing of the Spring 2012 online course offerings can be found here: http://www.csu.edu/coursebulletin/spring2012/documents/spr2012_online_crises.pdf

Governors State University has an online education program (<http://www.govst.edu/GSUOnline/>), and is currently offering 295 course sections online across a wide range of disciplines. They offer a great deal of support to online students including a 2-credit course, Intro to Online Learning.

Who Takes EIU Online Courses?

The answers to questions under this heading are based on data extracted from BANNER in Fall 2011 that included a history of every online course taken by each student at EIU, back to Fall 2007.

What percent of EIU students have taken an online course at EIU?

In examining of the history of students' enrollment in online courses at EIU from Fall 2007 to Fall 2011:

Number of EIU online courses	Number (%) of students
0	8279 (76.4%)
1	1380 (12.7%)
2-5	938 (8.7%)
> 5	242 (2.2%)

A total of 23.6% of current EIU students have taken at least 1 online course at EIU since Fall 2007, which is slightly lower than the percentage (29%) of college students who were sampled in a 2009 Sloan Consortium survey (Allen, I. E., & Seaman, J. (2010). Class differences: Online education in the United States, 2010. Retrieved from http://sloanconsortium.org/publications/survey/class_differences)

What are the demographics of EIU students who take online courses?

Compared to those who have not taken an online course at EIU, the following demographic factors are more common among those who have taken 2 or more online courses at EIU:

- Community college transfer
- Off-campus resident (but within the state of Illinois)
- Post-baccalaureate or graduate student
- Being part of continuing education
- Having a higher college GPA
- Being in good academic standing
- Enrolling part time
- Older adult
- Female
- Less likely to have a designated disability
- Minority status

Demographics (sample size)	Zero online courses	1 online course	2-5 online	>5 online
Type of Student	%	%	%	%
1 st time freshman (6015)	81.9	11.3	6.4	0.5
Undergrad transfer from Comm. College (3441)	68.1	14.0	12.6	5.4
1 st time grad student, no EIU degree (782)	73.4	17.4	9.1	0.1
Undergrad transfer from Senior Inst. (526)	73.0	14.3	8.9	3.8
Other (55)	73.0	16.4	10.9	9.1
Geographical Location				
On-campus (4962)	88.8	8.2	2.9	0.1
Coles County (1416)	69.4	16.3	13.1	1.2

Outside of Coles county, but in-state (752)	51.3	16.6	20.6	11.4
Out of State (26)	80.8	11.5	0.0	7.7
Address unknown (3683)	67.4	16.6	12.3	3.6
Student Level				
Undergraduate Students (9293)	78.0	11.8	8.1	2.1
Post-baccalaureate (124)	50.0	26.6	19.4	4.0
Graduate Students (1422)	68.0	17.9	11.2	3.0
Colleges				
CAH (1750)	83.3	11.5	4.9	0.3
CEPS (3238)	75.5	15.7	8.4	0.4
LCBAS (2495)	75.0	12.0	9.8	3.2
COS (2522)	82.1	11.2	6.3	0.4
Cont Education (426)	12.9	16.2	40.1	30.8
Interdisciplinary (79)	82.3	10.1	6.3	1.3
None specified (329)	96.0	3.6	0.3	0.0
Academic Performance				
ACT Composite				
>= 21 (4836)	81.2	12.3	6.3	0.2
< 21 (3592)	80.6	11.4	7.2	0.8
College GPA				
0.00-0.99 (165)	91.5	4.2	3.6	0.6
1.00-1.99 (594)	86.5	6.6	4.7	2.2
2.00-2.99 (3958)	79.0	12.0	7.6	1.4
3.00-4.00 (5818)	73.7	13.9	9.6	2.8
Academic Standing				
Academic dismissal, warning or probation (396)	79.8	9.6	7.3	3.3
Good academic standing (10443)	76.3	12.9	8.7	2.2
Hours enrolled FA11				
>= 12 semester hours (8242)	81.0	11.4	6.7	0.9
<12 semester hours (2584)	62.2	16.6	14.9	6.4
Personal Characteristics				
Age (Years)				
16-24 (8618)	82.2	11.2	6.3	0.3
25-34 (1366)	58.1	20.1	16.3	5.6
34-44 (475)	51.4	14.7	17.9	16.0
45-older (376)	42.6	18.9	22.6	16.0
Gender				
Female (6403)	75.2	12.7	9.4	2.8
Male (4436)	76.4	12.7	7.6	1.5
Have a designated disability				
Yes (309)	83.2	8.7	7.8	0.3
No (10530)	76.2	12.8	8.7	2.3
Primary Ethnicity				
White (8140)	76.3	13.0	8.6	2.1

American Indian/Alaskan Native (51)	70.6	15.7	5.9	7.8
Asian/Pacific Islander (114)	75.4	15.8	4.4	4.4
Black/non-hispanic (1488)	76.1	11.5	9.3	3.1
Hispanic (350)	85.4	6.6	6.6	1.4
Unknown (696)	73.6	14.2	10.1	2.2

What are EIU students' attitudes on online learning?

Results from our EIU student opinion survey about online courses at EIU provided some interesting insight into the array of opinions about online learning. Appendix A contains the complete results of the student survey.

Method and Sample

An email was sent to all EIU students in January 2012 with a link to complete a brief online survey about their attitudes on online learning. Four hundred and twenty (~5%) of students responded. Compared to the number of students who have taken an online class based on enrollment data (26%), there were a greater number in this sample of respondents who had taken an online course (46%), potentially biasing the data towards attitudes of students who have taken at least one online course. There were clearly differences in preferences for taking online courses depending if they had taken one or more in the past. Having taken an online course was associated with a greater interest in taking courses online, but even those who had taken online courses preferred a greater balance of face-to-face instruction.

		Preferred mix of online and traditional				
		Completely online instruction, with no face-to-face instruction	Mostly online instruction, with a little bit of face-to-face instruction	Traditional face-to-face instruction combined equally with online instruction	Mostly traditional face-to-face instruction, with a little bit of online instruction	Traditional face-to-face instruction, with no online instruction
More than 1 online course?	No (228)	2.6%	3.1%	9.2%	48.2%	36.8%
	Yes (192)	14.6%	12.5%	17.7%	35.4%	19.8%

Of those who had taken at least one online course, the primary reason for taking online courses was the convenience afforded by the asynchronous format. They also had favorable views on the university's academic support services. Students who have taken online courses varied greatly in their attitudes about online courses' difficulty, amount of learning, time requirements, and other factors compared to traditional face to face courses, as further evidenced in the variability of students' open-ended comments at the end of the survey.

The majority (70%) of students indicated they would not pay any more for an online course than they do for a face-to-face course. The remaining 30% were willing to pay anywhere from \$1 to more than \$50 per credit hour extra for online courses.

How Are Faculty Compensated And Evaluated For Online Teaching?

The logistics of having all online courses handled by the School of Continuing Education with various reimbursement schedules for faculty teaching the same class depending on when and how the course is offered seems to cause some confusion at EIU. For additional information, please refer to the FAQ document about online learning at EIU, portions of which are quoted below:

<http://www.eiu.edu/~acaaffair/FAQOnlineCourses.pdf>

How many CUs are given to teach an online course?

Answer: To be clear on the reference, the commonly used term “online” course refers in what follows to courses coded at Eastern as “technology delivered.” In particular, our Collective Bargaining Agreement (CBA) provides that a faculty member assigned to teach a course online will receive an additional CU allocation. Specifically, an additional .5 CUs are provided for a typical 3 credit course with a 3 CU allocation. The additional CU allocation is 1 CU for a course with a CU allocation greater than 3 CUs. These increments are provided automatically by the School of Continuing Education when it processes the paperwork for the online course.

In addition, the CBA specifies that the first time a faculty member is assigned to teach a course online, additional reassigned time equal to at least one half of the CUs for the course will be granted for preparation. These allocations are handled at the department level because that is where knowledge that the assignment is a new preparation resides.

Do faculty earn their monthly salary to teach online or the overload rate?

Answer: This question has a multi-part answer. First, established administrative procedures have all online courses handled logistically by the School of Continuing Education. However, the academic responsibility for scheduling and staffing online courses is the responsibility of the academic departments.

For online courses offered during the regular academic year, the following arrangements may apply:

- The faculty member may have an online course included in his/her regular assignment of duties (part of his/her 18/24 CU assignment). In such an instance, the funding comes from the department’s personnel budget because this is where regular salaries are budgeted. Such an assignment is simply an “in load” assignment, and there is no additional salary for the faculty member.
- If the assignment of an online course results in an overload as specified by the CBA, it is paid at the overload rate from the School of Continuing Education budget.

For online courses offered during the summer, the following are the possible arrangements:

- If the online course is scheduled as part of a “regular” summer session offering, it is paid as specified in the CBA at the overload rate and from the School of Continuing Education budget. An exception pertains when the online course is scheduled and conducted in direct support of one of the University’s approved online degree programs (currently the Nursing, General Studies, and Organizational and Professional Development baccalaureate programs). In these instances, the online course may be paid pro-rata from a department’s summer budget.
- If the online course is scheduled using the tuition recovery model (TRM), the cost of instruction is paid from School of Continuing Education local funds. Also as specified in the CBA, the

minimum salary for a TRM section is the overload rate, which may be augmented based on course enrollment up to a maximum of the faculty member's pro rata pay level.

How does EIU compensation compare to other institutions?

At NIU:

- Faculty Stipends: Online course development process: http://elearning.niu.edu/resources/Online_Course_Procedures.pdf
- From NIU President's State of the University Address: Faculty Grants for online course development: "..... we can no longer afford to lag behind competitors in the area of online learning. Students are turning to virtual universities, and frankly, we have so much more to offer. We must pursue the working group recommendations to add up to 42 additional online degree programs and certificates – prioritized according to student demand. To put that in proper perspective, we currently offer eight online degree programs. To set us on the path toward reaching our overall enrollment goals, I am announcing today that: Over the next two fiscal years, the university will provide \$3 million dollars for new academic initiatives designed to enhance programs that attract more students. From this pool of funds, we will offer grants to faculty developing online courses and degree programs that appeal to both traditional and non-traditional students" (<http://www.niu.edu/president/addresses/2011/transcript.shtml>).

At SIUC:

- SIUC's Division of Continuing Education oversees the program: Online courses -- covering everything from agriculture to medical terminology, journalism law, small business marketing and much more -- will be offered fall 2011 by Southern Illinois University Carbondale.
- The Office of the Associate Provost for Academic Administration planned to award funds up to the amount of \$100,000.00 during summer 2011. The focus was on funding those courses that will contribute to the creation of full online programs or degree completion programs, with stand-alone courses receiving secondary consideration.
<http://pvcaa.siuc.edu/Summer%202011%20New%20Course%20Development%20Grant%20Guidelines.pdf>
- Compensation for instruction will be handled as part of the standard workload assignment or as an overload assignment. <http://pvcaa.siuc.edu/pdfs/DistanceEducationRestructuringPlan-FINAL.pdf>

At U of Illinois:

- Colleges contract with faculty to teach the online offerings. Faculty receive pay at a base rate for course construction and then a rate of \$150 per student (staggered out throughout the term the student has to complete the course, approximately 1/3 at signup; 1/3 at midterm; 1/3 at submission of final grade). Debra searched for a policy at U of I that defines this, but could not find one.

If an instructor develops an online course, can the materials be given to part-time faculty to teach?

The institution that contracts with a faculty member to develop a course technically owns the content of that course unless the faculty member negotiated ownership. For an overview of the factors to consider regarding ownership of online course materials as of 2003, see Rodney Peterson, "Ownership of Online Course Material," vol. 2003, no. 1 (January 7, 2003) <http://net.educause.edu/ir/library/pdf/ERB0301.pdf> (accessed December 13, 2011).

At EIU, the UPI contract specifically addresses this question in section 30.4. Copyrights: Board Rights and License (<http://castle.eiu.edu/~EiuUpi/Contracts/Unit%20A.pdf#page=96>)

Will teaching online courses make any difference in tenure/promotion decisions?

As expected, all department DACs examined had required statements concerning special considerations given to TD courses with regards to evaluation of faculty teaching performance and collection of student evaluations. For the most part, however, there appeared to be very little evidence that departments (even those teaching a large number of TD courses) assigned much weight in faculty evaluations to development of TD courses. It should be noted that department DACs are showing some age (2007-2008) and the next revision of these DACs could possibly reflect more current urgencies regarding TD course development.

A few departments did appear to assign somewhat higher priority to technology-based curriculum development. Family and Consumer Sciences in particular appeared to give some weight to TD course development, as did the School of Technology. Geology/Geography, Physics, Biological Sciences, and Communication Disorders and Sciences, Economics, and Kinesiology and Sports Studies at least gave somewhat noticeably more weight to curriculum development in the evaluation of faculty, with Economics mentioning the use of “innovative” technologies and “engagement of off-campus students” and Kinesiology and Sports Studies showing at least moderate encouragement of TD course development.

In light of the fact that a large number of TD courses in the Fall 2008- Summer 2011 time frame were offered by Unit A/B faculty despite the apparent lack of strong consistent incentives from departmental DACs, it could be speculated that other factors are driving TD course offerings. These could include the situation where departments (by chance) have individuals in a position to offer TD courses, the lure of TRM reimbursements, as well as program need.

What evaluation of the instructor is required for online courses?

Below is wording relevant to student evaluations in the Unit A Contract. At present, wording in the contract does not address evaluation procedures directly to online courses.

8.7. Departmental Application of Criteria

- a. Each department shall have a statement of Departmental Application of Criteria, describing what materials and methods will be used in evaluating performance of employees eligible for retention, promotion, or tenure. The Departmental Application of Criteria will contain:
 - (1) categories of materials and activities appropriate for the department to use for the three areas of evaluation, including those relevant to distance education methods, and the relative importance of these materials and activities; and
 - (2) a general statement of the methods to be used for evaluation of teaching/performance of primary duties including classroom visitation by the Department Chair and peers; and also including the means by which any special concerns relevant to evaluation of teaching by means of distance-education methods are to be addressed; and
 - (3) a general statement of the methods to be used for evaluation of research/creative activity, and service; and
 - (4) the relative emphasis to be given to research/creative activity and service

Student evaluation of courses is addressed in the UPI contract and specifically addressed within DACs.

8.9. Evaluation Procedures

- a. At least once each academic term, each employee who teaches a course or other instructional activity shall have her/his teaching effectiveness evaluated by students in accordance with methods specified in the approved statement of Departmental Application of Criteria. It is the responsibility of each

employee to keep all student evaluations for the duration of any applicable evaluation period, including any possible grievance or arbitration procedure. Student evaluations from related course components led by other instructors (including Graduate Assistants) will not be used to evaluate the employee without permission from the employee

9.3. An employee in her/his first probationary year shall have a progress review after completing one full academic term of service. The employee shall submit all required student evaluations and a summary of documentable activities for the entire period of employment at the University. The DPC and Department Chair shall report whether the employee is making satisfactory or unsatisfactory progress. In cases where either the DPC or the Chair makes a negative recommendation, the Dean/Director shall review the employee's materials and the reports of the DPC and Department Chair and shall recommend retention or non-retention to the Provost. In cases where either the DPC or the Chair makes a negative recommendation, the University Personnel Committee shall review the materials submitted by the employee and report whether she/he is making satisfactory or unsatisfactory progress. The President shall approve retention or non-retention no later than April 1.

How is online teaching evaluated in the Departmental Application of Criteria (DAC)?

Method: We examined the DACs of departments identified as having offered a TD course(s) in the timeframe Fall 2008 – Summer 2011. (Data on TD course offerings supplied by Dr. Mary Herrington-Perry from the Provost's Office.) The DACs were found on the Office of Academic Affairs website and were converted to searchable PDF files using the OCR capability of Adobe Acrobat Professional.TM Generally, for each department listed in Appendix B, there is text in black describing parts of the DAC related to evaluations of faculty based on online course development as well as general curriculum development. In addition, there is a summary statement (in red) for each department DAC which attempts to give the reader information about the incentives evident for development of TD courses, both in an absolute sense and relative to other departments listed.

Results: As expected, all department DACs examined had required statements concerning special considerations given to TD courses with regards to evaluation of faculty teaching performance and collection of student evaluations. For the most part, however, there appeared to be very little evidence that departments (even those teaching a large number of TD courses) assigned much weight in faculty evaluations to development of TD courses. It should be noted that department DACs are showing some age (2007-2008) and the next revision of these DACs could possibly reflect more current urgencies regarding TD course development.

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What Factors Influence Retention In Online Courses?

What are the causes of attrition of students from online courses?

Diaz and Cartnal (2006) discussed four categories of factors that have emerged to explain and predict attrition in distance education.

The first factor is student disposition. Students with greater self-regulatory and adaptive behaviors, positive disposition, and good motivation experience greater success in online learning (Artino, & Ioannou, 2008; Bell & Akroyd, 2006; Hsu, 1997; Joo et al., 2000; Lee, 2002; Lynch & Dembo, 2004; Nichols, 2010; Wang & Newlin, 2002). Numerous studies suggested giving students a survey about readiness to participate in online courses and directing students to appropriate courses or support services.

A second factor that may influence retention or attrition in online course is student services/institutional support. Services such as technology support, library services, financial aid resources, and similarity of course features may influence success. Numerous studies suggest that graduate students or students with high levels of motivation/self-regulatory skills attribute instructor organization and support as influential in their success, but these students traditionally have not used other systematic institutional support beyond that which is provided to traditional F2F students. Conversely, the literature suggests that younger students, students with poorly developed self-regulatory skills, adult learners taking courses while working after long absences from college, and first-time online course takers often require more and unique types of institutional support to be successful in online courses.

The third major factor related to retention was students' other life situations (Herbert, 2006; Nichols, 2010) such as general personal/family or employment responsibilities. Yorke's study (2003, cited in Ashby, 2004) identified demands of employment, needs of dependents, workload, financial problems and organizational issues' as common reasons for student withdrawal.

The final key factors related to retention/attrition in online courses were instructor and course variables. Williams and Natvig (2007) found that more technical classes such as business statistics and finance courses had higher attrition in their distance versions, whereas other business courses had comparable attrition rates. Unexpected course workload (Ashby, 2004) had a negative effect whereas faculty responsiveness to student needs had a positive effect on student retention.

What is the retention rate of online vs. F2F courses at EIU?

Data reported from Fall 2008-Summer 2011 indicate that retention rates for traditional courses ranged between 95% - 97% while retention rates in technology-delivered courses ranged from 90%- 93%.

Although we have not determined if that difference is significant, EIU's online retention rates appear to be much higher than online retention rates found in the literature (Angelino, Williams, & Natvig, 2007; Carr, 2000; Moody, 2004). For a semester by semester detail of retention in courses that were offered on campus and online simultaneously, see below:

SUMMARY OF RETENTION RATES BY DELIVERY MODE										
TERM	ALL SECTIONS		TR SECTIONS		TA SECTIONS		TE SECTIONS		TD SECTIONS	
	NUMBER	RET RATE	NUMBER	RET RATE	NUMBER	RET RATE	NUMBER	RET RATE	NUMBER	RET RATE
FA08	2852	95%	1684	95%	559	95%	532	95%	72	92%
SP09	2670	96%	1591	96%	516	97%	473	96%	85	91%
SU09	710	NA	432	NA	94	NA	82	NA	100	NA
FA09	2696	95%	1578	95%	559	96%	464	95%	87	91%
SP10	2680	95%	1639	95%	468	97%	481	94%	77	91%
SU10	669	NA	412	NA	70	NA	88	NA	93	NA
FA10	2664	95%	1607	95%	507	96%	471	95%	76	90%
SP11	2649	95%	1589	96%	486	96%	489	95%	82	91%
SU11	735	97%	423	97%	103	98%	105	98%	95	93%

NOTES

"Retention Rate" refers to the percentage of 10th-day-count students still enrolled at the end of the term.

Summer retention rates are not available prior to Summer 2011 (no 10th-day freeze occurred until then).

Total sections may include some whose instructional method is unknown.

TR Traditional

TA Technology Aware

TE Technology Enhanced

TD Technology Delivered

For courses simultaneously offered online and on campus, data for Spring 2010 indicates TD sections had the lowest retention rate (91 percent compared to the university average of 95 percent). TA sections had the highest retention rate (97 percent). Yet, on a discipline by discipline comparison, the course offering [traditional (TR), technology aware (TA), technology enhanced (TE) or technology delivered (TD)] appears to have had little effect on retention rates. TD courses in some areas had a 100 percent retention rate after 10th day enrollment compared to 100 percent of TR courses in the same discipline. TD course retention rates were higher in some disciplines than TA or TR courses, but the variation was not significant (attrition of one to two students after 10th day for 25 seat sections). Some courses had large attrition rates regardless of course delivery method.

The method of delivery may not have as much influence on whether the student remains in the course after the 10th day as other factors including the pressures on a student that might cause them to opt for a TD course in the first place or closeness to degree completion. More data must be calculated to determine the causal factors for attrition.

Studies have argued that students learn best if a technology component exists in a course, and this might explain why retention rates in TA courses at EIU consistently outpace other formats of delivery. See Eden Dahlstrom, Tom de Boor, Peter Grunwald, and Martha Vockley, with a foreword by Diana Oblinger. *The ECAR National Study of Undergraduate Students and Information Technology, 2011* (Research Report). Boulder, CO: EDUCAUSE Center for Applied Research, October 2011:

<http://www.educause.edu/Resources/ECARNationalStudyofUndergradua/238012>

What is the optimal class size for online courses?

According to Simonson (2004), most of the literature on class size recommendations for online courses is based on anecdotal evidence. In examining empirical studies, we have found no consensus in the literature about an “optimal” class size for online courses. This may not be especially surprising given the fact that the literature on class size in face-to-face classes at the higher education level is equally unclear (Orellana, 2006). There are indications that faculty responsiveness and interaction, and to a lesser degree, student interaction, play a role in student retention and satisfaction in online courses. See below for these and other issues related to course quality and student satisfaction and retention.

The University Leadership Council (2010) suggested that programs who value a fully interactive model of instruction will keep instructor-student ratios of 1:35. In the interactive model, each student will be given multiple opportunities to participate in class and receive individualized feedback from the instructor enhancing the learning experience, facilitating student success, and increasing the potential acquisition of critical thinking skills. Activities that can be sustained with smaller instructor-student ratios include synchronous activities such as video conferencing and Elluminate sessions. This model also facilitates personalized assessments for asynchronous activities such as discussion boards, collaborative writing assignments, etc. The authors suggest that large classes with instructor-student ratios of 1:200 result in minimal interactivity. In this model student accountability is often limited to proctored examinations and E-learning automated grading assessment tools. Activities that can be sustained with large enrollment courses include automatically graded quizzes and surveys/polls. There is less personalized help and higher failure and drop-out rates in this model.

The mean course size of online course at EIU has been 19 students from 2008-2011. The average course size has ranged from a low of 17 students to a high of 21 students during this period.

ENROLLMENT IN TECHNOLOGY-DELIVERED COURSE SECTIONS			
TERM	Number of TD Sections	Total Enrollment	Average Class Size
FA 2008	72	1205	17
SP 2009	85	1641	19
SU 2009	100	1594	16
FA 2009	87	1776	20
SP 2010	77	1520	20
SU 2010	93	1623	17
FA 2010	76	1512	20
SP 2011	82	1725	21
SU 2011	95	1779	19
AVERAGES	85	1597	19
NOTE: Enrollment is based on 10th-day enrollment (except in summers prior to 2011, which are based on end-of-term enrollment).			

What Training/Technical Support Is Recommended To Teach Online?

What does the literature suggest regarding the quality of instruction and level of expertise of the faculty?

Increased online teaching experience contributed to instructors' and students' perceptions of delivering more effectively designed online courses. These findings indicate that the delivery of effective courses may depend upon increased teaching experience. Instructors with higher educational levels delivered more effectively designed online courses in terms of navigation, getting started, course management, and universal design (Seok, DaCosta, Kinsell, & Tung, 2010)

The University Leadership Council (2009) contacted 7 directors of online education at universities where the online education enterprise serves 1,500 or more students; the large majority of online degrees granted are graduate-level degrees; and there is not a separate college for online distance education. The composition of instructors teaching online courses varied across institutions, especially with regards to adjunct faculty and graduate teaching assistants. Contacts reported a trade-off between capacity and quality of instruction when hiring adjunct faculty to teach online courses; therefore, some institutions primarily hired adjunct faculty to teach online courses while others limited the number of adjunct faculty. At one university, 75 percent of online instructors were adjunct faculty, while at another, only five percent (or less) of online instructors were adjuncts. Contacts at a third university, where no more than twenty percent of online instructors were adjunct faculty at any time, observed that placing a cap on the number of adjunct faculty ensured that the quality of online classes was maintained, but limited the ability of the institution to significantly increase the scale of online education offerings. One university reported limiting its adjuncts to one or two per department, and these adjuncts were still placed under an instructor of record.

The University Leadership Council (2009) suggested that strategies for controlling quality included:

- 1) limiting the number of adjunct faculty teaching online courses,
- 2) incorporating synchronous course components through online technologies, and
- 3) adopting formal review processes or standards for online courses.

Guidelines/checklists/rubrics should be developed for faculty to use as a guide for quality/component expectations when designing courses (McGorry, 2003; Wickersham & McElhany, 2010). A "pre-launch" review of new online courses could be considered (University Leadership Council, 2009; University Leadership Council, 2010) as well as full course review for courses with multiple instructors, existing courses with a poor track record, or components of fully online degree or certificate programs.

Institutions that use a process for reviewing online courses offer three reasons for pursuing this approach.

- 1) First, is that the unique challenges of using technology to translate the learning that would have happened in the classroom into the online medium are multiple and not easy to anticipate; it is unlikely that instructors with little experience in online learning will navigate each and every challenge successfully in early efforts creating courses in this medium.
- 2) Secondly, while the mention of a review process triggers substantial anxiety (as faculty envision invasive scrutiny of their subject mastery and decisions on course content), after seeing actual evaluation rubrics, most faculty find the review criteria unobjectionable.

- 3) Third, by revealing potential problems with students' use of course technology, navigation of the website, access to support services, comprehension of course activities, expectations for instructor responsiveness, and opportunities for interaction, the review process protects faculty from avoidable difficulties of increased workload, unsatisfying relationships with students, and negative course evaluations.

Departmental level online coordinators and faculty mentors (University Leadership Council, 2009) could be considered. The role of the coordinator might be to organize online courses and ensure consistency within the department by creating common structures (e.g., a universal student interface). In addition, departmental coordinators might lead orientation for part-time faculty or review courses. In departments without official coordinators, the department chair may take on the administrative responsibilities of the coordinator. Several institutions report the informal and unplanned emergence of a "master" faculty model, whereby several faculty with particularly strong skills in online course design and delivery serve as primary course developers and/or mentors for their fellow colleagues. EIU should also consider collecting data for F2F and online comparisons. No data are more effective at winning faculty support for online teaching than evidence; first, that students at their own institution value online courses and perform as well in them as in their face-to-face equivalents, and second, that their institutional and departmental colleagues find online teaching satisfactory.

Links to course evaluation rubrics and checklists are included here as a resource for the committee

- University Leadership Council (2010). Engaging Faculty in Online Education: Rightsizing Incentives and Optimizing Support. pg 158 rubric for online instruction; pg 165 checklist for online course management;
<http://castle.eiu.edu/acaffair/OnlineLearningCommittee/EngagingFacinOnlineLearnEAB.pdf>
- Quality Matters Rubric available at
http://www.educause.edu/sites/default/files/library/presentations/E11/SESS010/QM_Standards_2011-2013.pdf
- Illinois Online Network Rubric available at
<http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp>
- California State University – Chico Rubric available at
<http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf>
- The Monterey Institute for Technology and Education Online course evaluation rubric available at <http://www.montereyinstitute.org/pdf/OCEP%20Evaluation%20Categories.pdf>
- Online Course Evaluation Tools available to EIU
- Greenhouse Exemplary Course Evaluation Rubric at
http://connections.blackboard.com/files/97729cf1de/2011_Blackboard_Exemplary_Course_Program_Reviewer_Form.doc
- University of Findlay Guidelines for teaching an online course at
<http://tltc.findlay.edu/onlinesupport/guidelines/>
The purpose of these guidelines is to help UF faculty members improve their online teaching experience and encourage effective engagement of students in the online learning environment. It can be used as a guide while designing and reviewing Blackboard distance learning courses.

What percentage of online courses are taught by Unit A, Unit B & Adjunct Faculty at EIU?

EIU data from Fall of 2008 through Summer 2011 indicates the mean number of online courses offered per semester was 85. Unit A faculty taught 44% of the courses, Unit B faculty taught 23%,

administrators (e.g. dept chair, director) taught 8% , administrative support personnel (e.g. advisor, lab manager) taught 6%, and adjunct faculty taught 19%. When removing faculty who taught more than one section online, the percentages are nearly identical (44%, 21%, 10%, 6%, and 20%, respectively).

SUMMARY OF TD COURSE DELIVERY BY INSTRUCTOR TYPE										
	FA08	SP09	SU09	FA09	SP10	SU10	FA10	SP11	SU11	Overall %
UNIT A	25	26	56	33	28	58	33	25	49	44%
UNIT B	19	27	26	23	15	17	13	14	22	23%
A&P	4	5	9	7	5	7	8	12	8	8%
ASP	5	5	4	6	7	4	5	5	5	6%
ADJUNCT	17	22	5	18	22	7	17	26	11	19%
TOTAL	70	85	100	87	77	93	76	82	95	100%

- Instructional type reflects the individual's most current assignment as determined by VPAA and Human Resource records.
- "A&P" is an administrative assignment (chair, director, etc.)
- "ASP" is an Academic Support Professional (advisor, lab manager, etc.).
- In FA 08, 72 TD sections were taught. No instructor was listed for the two missing sections.
- Since FA08, 123 unique faculty have taught TD courses

The majority of online courses are taught by Unit A and B faculty.

What does the literature suggest are the best practices for training?

Best Practices in Training for online teaching (from P. Wolf. Best Practices in the Training of Faculty to Teach Online. Journal of Computing in Higher Education. Spring 2006. Volume 17(2), 47-78.)

- Formal Training important
 - Faculty who complete formal training before attempting to teach online courses are more successful.
 - There is not much correlation between successful teaching in the classroom and successful teaching online.
 - Well-trained faculty decrease student attrition in online courses
- Training components
 - At least minimum computer skills are necessary for faculty who want to teach online
 - Training should involve faculty in the role of a learner within the course delivery system first.
 - Training should include pedagogy (article reviews, working in teams, discussion, adult learning principles, etc.)
- Ongoing support, such as mentoring and continuing education opportunities, is important.
- Motivation of faculty
 - Only faculty who are willing to teach online should be recruited for the transition.
 - Universities should provide Incentives when online courses are new or the institution is trying to encourage faculty to transition to more online courses
 - It is unclear in the literature which form of incentive is best.

- Faculty should be included and involved in design of courses. Collaboration is acceptable with use of teams but individual instructors should have leadership role in design.
- Role of institution
 - Provide technical assistance in course design and development
 - Assist faculty in transition from classroom to online
 - Recognize online teaching in tenure and promotion decisions
 - Budget for supporting programs including training and retraining, software upgrades, and new technologies.
 - Include training for online teaching in strategic plan.

If a faculty member wants to offer a course online for EIU, what is required?

Technology-Delivered Course Policy (CAA Approval: April 2, 2009; CGS Approval: April 21, 2009)

All new proposed courses to be technology delivered and all previously approved courses without technology delivery seeking to add sections that are technology delivered must submit to CGS or CAA a New/Revised Course Proposal Form including the three questions assuring student learning through technology-delivered format (Part II, 4, a, b, and c). These requests for approval for technology delivery are agenda items to be routed in the normal fashion through department curriculum committees, college curriculum committees, etc. *Any instructors of technology delivered courses/sections must submit proof of having completed the EIU Online Learning Modules, the Online Course Development Institute (OCDI), or another documented and equivalent training activity before teaching the courses/sections for the first time.* (<http://castle.eiu.edu/~eiucaa/TDPolicy.pdf>)

Specific technology-delivered questions on the CAA course proposal form:

1. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
2. Explain the department's rationale for developing and proposing the course.
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
 - b. If the course or some sections of the course may be technology delivered, explain why.

Department chairs decide when online courses are offered and if EIU on-campus students are excluded from enrolling in the course.

What kinds of technical support do instructors developing online courses at other universities receive?

WebCt, Blackboard, Desire2Learn, Angel, and Moodle are the learning management systems (LMS) most adopted by higher education institutions. In some cases, a centralized learning management approach is used involving a team consisting of subject matter experts, graphic designers, instructional designers, and programmers. But most of the time, however, institution-wide adoption of a specific LMS occurs requiring faculty or individual departments responsible for moving course content online themselves. Training is provided to learn how to use the LMS but the movement of content is up to the individual

faculty. This system works best when faculty are autonomous but it does lean to a wide variation in the quality of the on line courses. Personal Learning Environments (PLEs) are starting to replace LMS. In a PLE, a variety of tools are provided at the institutional level from which individual departments and faculty select. The tools serve to enhance the learning process and provide adaptability to different learning approaches. From George Siemens, 2006. A review of Learning Management Systems Reviews. Learning technologies Centre, University of Manitoba. <http://www.connectivism.ca/?p=243>

Anecdotal evidence: Based on Debra Reid's experience teaching a course through Continuing Education at the University of Illinois (2008 to present), the technical support included full time dedicated staff that took the content faculty developed and put it into a consistent course design. This consistency included overall course organization (i.e. 15 lessons for a 15 week semester), quiz and assignment delivery, discussion response structures, links to supplemental readings and other materials. Norm Garrett credited the U of I technical support infrastructure for the Global Campus initiative with creating consistent course offerings (See Appendix C). Debra benefited from this technical support when creating content for a course taught via Continuing Education (but the course is a department offering (College of Agricultural, Consumer and Environmental Sciences), not a global campus course. Regardless, the technical support ensured a high quality product. Faculty cannot change the course content except through special request to the technical team and the team prefers doing all changes at the three year course review point. Faculty receive further compensation during course review.
<http://oce.illinois.edu/Services/InstructionalDesign>

What technology does EIU have for online courses?

Hardware

- Computer
- NOVA recessed or semi-recessed instructor workstation
- High-speed Internet access
- VCR/DVD
- Cables for connecting a laptop to the system
- Ceiling-mounted projector
- Blackboard
- Speakers

Software

- LMS (replacing WebCT CE8), integration with BANNER
- Turnitin - for evaluating written work, plagiarism
- Elluminate – for asynchronous learning
- Respondus Lockdown Browser – for building quizzes and testing
- Turning Point/Clicker – audience response system
- iTunes U - for distributing information, e.g., lecture
- Zythos – a file sharing system
- CourseCast – for recording lecture
- Mobile Technologies (e.g., smart phones) currently used by 3% of students), iPad, Kindle, etc.

Other Technology Resources

(http://www.eiu.edu/~cats/home/Resources_CATS_Online_Teaching_Resources.php):

- Online Teaching Resources, e.g., technology and learning modules
- Online Course Evaluation Tools, e.g., course evaluation rubric
- Accessibility, e.g., for visual impairment

Issues related to in-house expertise and external support systems seem to be recognized problems.

- **Expert gap:** CATS/ITS staff lack expertise in certain areas.
- **Issues with host companies:** Dependability and cost continue to be challenging.
- **Outsourcing:** Although outsourcing frees the university from maintenance responsibilities, e.g., e-mail, it also comes with such issue as dependability of external service providers.

Service: CATS continuously provides training in technology to faculty, students, and staff, including online teaching/learning; although the schedule needs to take into consideration faculty teaching schedules, e.g., avoid the most popular teaching days and times.

ITS provide infrastructure support to faculty for online teaching. Hardware and system issues are directed to ITS.

Cloud Computing Options

- **I-cloud:** The I-cloud technology wirelessly syncs and backs up files for mobile technologies, such as smart phones.
- **Social media:** Facebook and Twitter, for example, are used more and more to communicate with students.

Cloud computing: Cloud computing is currently deemed to be too new and unsecure for use at most universities, including EIU. As it becomes more secure, it will be very attractive to higher education because it offers vast storage capacity without the maintenance costs (e.g., software and server update) and its accessibility from anywhere.

In conclusion, a quick web search of other universities suggests that EIU may be competitive in terms of availability of hardware and software and training opportunities for faculty, students, and staff, including for online education.

What technology is available for controlling who enrolls and takes examinations?

Some technology is available for delivering online examinations. The current technology, however, is not sufficient for faculty to monitor cheating on an exam. The current practice seems to depend on the "honor system." Two current options include:

- **Active directory:** This directory stores information about network components, such as IP addresses and users. The directory recognizes that someone has successfully logged on, but does not identify who that person is.
- **Respondus Lockdown browser:** On this system, the student has a restricted time frame to take the exam, and when that time is over, the exam is no longer available to the student. Again, the identity of the exam taker cannot be verified.

The issue of responding to academic quality by the online student remains to be a nagging concern. The following ideas are suggested as ways to potentially communicate with and involve the online student for monitoring academic integrity.

Suggested ideas for holding an online student to academic integrity:

- Identify a student friendly site for all online students to access required reading on ethical behaviors (policies) for online classes. Such reading may include time commitment,

participation and online attendance, technology skills, etiquette, academic integrity, and plagiarism (adapted from U of I).

- Then, the student should be required to sign a contract for ethical behavior for online classes: This contract should refer to the reading (policies) above and the consequences for violating the policies. The student signs the contract indicating he/she understands and willingly agrees to adhere to the policies. This should be a condition for beginning the course work.
- Require a picture for registration similar to on campus students. Then, the online student is no longer faceless, decreasing the probability of cheating.
- Limit class size so that the instructor has the opportunity to Skype (or other technology) with each student at the minimum at the beginning of the semester and at midterm. The instructor can ask key questions that will allow him/her to assess at a cursory level the student's broad understanding of the course content and offer guidance on how to improve.
- Invest in ProctorU
(http://www.ao.uiuc.edu/support/source/student_services/proctoru_tech.html, which U of I is currently piloting), an online proctoring service that allows students to take exams online while ensuring the integrity of the exam for the institution. The service uses proctors who monitor exam takers in three ways. They
 - Observe the test taker via a web cam. The student is connected to a real person who guides him/her through the process.
 - Watch the test taker's screen in real time and can see everything the student is doing both at the location and on screen.
 - Authenticate the test taker's identity to ensure that the person being monitored is the correct student.

Sources:

CATS/ITS webpages

John Henderson, Assistant VP for Academic Affairs for Technology

Illinois State University (<http://ctsg.illinoisstate.edu/>)

University of Illinois (<http://www.cites.illinois.edu/>)

How Should Online Courses Be Designed?

Are there components of online course design that lead to greater student learning, satisfaction, and retention?

Numerous articles discuss the need for the online instructor and student to understand a philosophy/pedagogy shift – that online courses are not a mere transmission of knowledge from the faculty to the student. The student must be an active responsible learner and the faculty must guide the overall learning process. (Note: We wonder if this is really a pedagogy shift or if many of the suggestions for quality online courses are the same as quality F2F instruction.)

The literature (Johnson & Aragon, 2003; Yang & Cornelious; 2005) suggested powerful online learning environments need to contain a combination of the following principles:

- a) provide background information for the course, topics on the unit, key concepts and readings for the course;
- b) incorporate PowerPoint presentations, video lectures and demonstrations (this is especially important for application classes);
- c) address individual differences;
- d) motivate the student;
- e) avoid information overload;
- f) create a real-life context;
- g) encourage social interaction;
- h) provide hands-on activities, and
- i) encourage student reflection.

Several researchers (Ascough, 2002; Ronteltap & Eurelings, 2002; Rosie, 2000) have reported that online education can encourage students' deep learning and critical thinking skills when learning is encouraged collaboratively or under problem-based scenarios.

Course orientation with clear expectations should routinely occur (Yang & Cornelious, 2005; Revere, 2011) and interaction with faculty and peers should occur frequently in online courses (Zhao, Lei, Yan, & Tan 2005; Young, 2006; Johnson & Aragon, 2003). Many authors caution the overuse of message/discussion boards as a primary instructional activity (Artino & Ioannou, 2008; Dabbagh & Kitsantas, 2005). In most cases, the primary goal of these online discussions is to encourage students to challenge, reform, and synthesize their current views of knowledge through in-depth interactions with others (Garrison, Anderson, & Archer, 2001). However, findings from numerous studies of online discussions have indicated that students' interactions are often quite shallow, and "rarely developed into a higher level of communication where negotiation, co-construction, and agreement occurred" (Tallent-Runnels et al., 2006, p. 100). One possible explanation for students' shallow participation in online discussions is lack of guidance from the instructor. Furthermore, posting delays in discussion board communication are problematic when students need immediate feedback and/or when some students "lurk" (i.e., learn from others without making a significant contribution) (Moule, 2006).

How are departments ensuring quality of online courses at EIU (chair, curriculum committee, mentors, other administrator or faculty, etc.)?

There is currently no university policy of systematic pre-launch online course review or course review during or after the online course offering. Anecdotal evidence suggests that some peers/chairs review

online course teaching for teaching review for the DAC, however this happens most frequently in total online programs (e.g. nursing, OPD) where instructors may not be teaching any traditional F2F classes to review for DAC. EIU does not regularly collect data regarding student outcomes in online compared to traditional courses. Student course evaluations should be a part of all online courses. However, anecdotal evidence suggests that when faculty teach outside their regular load through Continuing Education, student course evaluations of online offerings may not be consistently collected.

How should laboratory experiences be handled online?

Method: We approached this question by simply attempting to examine recent studies on various facets of online education to see if the issue of laboratory classes is addressed. The .pdf files of the following studies (made available by Dr. Mary Herrington-Perry) were scanned for the keywords “science” and “laboratory” or “lab”. In addition, many of the studies were visually scanned in a cursory manner. A total of 17 studies were reviewed in this manner and these studies are numbered and listed (in no particular order) in Appendix D.

Results: The subject of online delivery with respect to laboratory experiences was not well-addressed in these studies and surveys. The biological and health sciences seem to be well-represented in online course delivery, but the physical sciences are not. Nevertheless, lab experiences do not appear to be addressed in a significant way regardless of whether or not the science is biologically-based. Perhaps the most realistic assessment of the situation was in *“Online and Continuing Education in the Fine and Performing Arts,”* which basically concluded that hybrid course delivery (with studio or lab experiences being face-to-face) is the only realistic way to approach the issue.

What Other Organizational/Administrative Aspects Need To Be Considered?

The Online Learning Committee investigated literature about models for university organizational structure for online learning and budgeting/financial considerations for online learning. There are many aspects of online education to consider beyond basic course development. Services and functions present for on-campus education need to occur for online education, but often in a quite different fashion (e.g. marketing online programs, recruiting online students, enrolling students, providing services for enrolled online students, etc).

The committee met with Norm Garrett who shared insights about how the University of Illinois was unsuccessful with its large investment into online learning when efforts were centralized with limited departmental and faculty involvement.

The committee met with the Dean Hine and Pam Collins from the School of Continuing Education and discussed how departments might feel greater ownership of online education if departments handled aspects such as enrolling students.

Committee members also met with a representative from a vendor company (Academic Partnerships). The representative shared information about how they collaborate with departments to determine online objectives, provide support services for course development and design, have established relationships with many companies in the Midwest and have been very successful in partnering with businesses and other universities to enroll working professionals in online courses and programs. Turn-key vendors such as Academic Partnerships may also often offer support services for enrolled students. (See University Leadership, 2010 p. 116-119 for list of other turn-key vendors and contact information.) Although there is typically no up-front cost in partnering with the turn-key vendors, contracts often include the company receiving a percentage of tuition from all students they recruit to enroll.

Further discussion about centralized versus departmental/college administration of online courses needs to occur with faculty, department chairs, deans, the provost, and the School of Continuing Education. Budget models for supporting online education should also be part of future discussion. Discussion of short and long-term benefits/obstacles associated with the structure and provision of other related services such as marketing/business partnerships, student support services, and the question of using internal resources versus establishing partnerships with external sources needs to be addressed.

Mission Statements

The Mission Statement of Eastern Illinois University

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

The Mission and Focus of Online Learning at EIU

On-campus education at Eastern Illinois University has a rich tradition of preparing students to accomplish their life goals through a combination of quality academics and personal relationships. Online education at EIU reflects the same philosophy and focus. Standards and implementation of online courses and programs mirror the academic rigor and close faculty-student interaction that on-campus courses provide. Online learning has the same basic tenets as on-campus learning, including the utilization of applied learning experiences and reflection by students. University learning objectives related to critical thinking, writing, speaking, and global citizenship are embedded throughout traditional and online courses. Online courses are taught by responsive professors who make quality instruction and student needs their priority. Therefore, online courses at EIU are student-centered and strive to create a community of learners with frequent synchronous and asynchronous interaction. Online learning enhances and supports the mission of the university by strategically delivering a comprehensive selection of courses, undergraduate and graduate professional degree programs, and certificates to provide accessible educational and training options for more students.

Recommendations

Note: Our recommendations apply equally to undergraduate and graduate courses.

Establish a Center for Online Learning (COL)

1. We propose that CATS establish a Center for Online Learning (COL) that certifies a course has met the prerequisites for technology delivery and the instructor has completed the required training (see below).
2. The COL committee should be comprised of instructional design staff and trained faculty members (1 from each college).
3. The center will provide training for online learning to faculty and students.
4. Funding for the center may originate from a technology delivered course fee. (e.g., Sharing revenue from the continuing education fee, which is \$38/credit hour).

Ensure the Quality of Online Instruction

1. All instructors teaching EIU online courses must meet the same quality standards. EIU should periodically review the demographic of online instructors to maintain a ratio of Unit A, Unit B, Staff and adjunct equivalent to the EIU on-campus ratio.
2. All faculty who teach online courses must be certified by the Center for Online Learning by completing EIU's Online Course Development Institute training, Illinois Online Network's "Master Online Teacher certificate," or some other equivalent level of certification accepted by the COL.
3. CATS should develop an accelerated Online Course Development Institute training (online) and offer it Fall, Spring, and Summer (or continuously available at any time).
4. Recommend that CAA and CGS review their Technology Delivered Course Policy with specific direction to remove "EIU Online Learning Modules" as an option for certification, while adding the certification option of Illinois Online Network's "Master Online Teacher" certificate.
5. In addition to the final course approval by CAA or CGS, we propose that prior to being offered online, the design of the course (not the content) must be reviewed by the Center for Online Learning and meet or exceed the level of quality specified on an accepted rubric for evaluating online courses (e.g., Quality Matters or the Illinois Online Network's Quality Online Course Initiative Rubric).
6. The Center for Online Learning may conduct periodic review of online courses to ensure quality and consistency of the design of online courses.

Emphasize the Departmental Ownership and Responsibility for Online Courses

1. Departments will continue to be responsible for the selection of courses that are taught online and selection of the online instructor.
2. Unless deferred by a department to the School of Continuing Education, departments will handle registration for the courses.
3. Department chairs or a designated department online learning committee (or department coordinator, with CUs awarded) shall annually review online courses taught by the department.
4. Departments continue to make decisions about who can and cannot take a course.
5. All online courses should receive online student evaluations. How those evaluations are used will be determined by the department's DAC.

6. Each Departmental Application Criteria (DAC) should specifically address evaluation of online instruction. Evaluation of faculty should give equal weight to face-to-face and online instructional activities.
7. Senior seminars, capstone courses, lab courses and other experiential courses should not be taught online unless there is program need and suitable technology to replicate the in-class experience.

Compensation for Online Instructors

1. We encourage a compensation model that gives appropriate recognition to the equivalence of online and face-2-face courses. For example, summer online classes should be paid pro rata rather than at the overload rate.
2. As currently stated in the Collective Bargaining Agreement, we affirm the first time a faculty member is assigned to teach a course online, additional reassigned time equal to at least one half of the CUs for the course will be granted for delivery.
3. Ownership of course content should remain with the faculty member who developed it, according to the stipulations in the Collective Bargaining Agreement.

Promote Student Readiness for Online Learning

The “gateway” web site to online courses at EIU should have:

1. a description of the expected technical and academic skills required for online courses
2. a free practice course in the current Learning Management System for students to develop familiarity with the online course delivery environment
3. an elective 1-credit online course “Introduction to Online Learning” that students can take to receive formal training on taking online courses
4. a current list of all online courses available for student registration

Recommendations for Online Offerings

We recommend that departments be encouraged to explore degree programs that build on existing areas of academic excellence and meet the demands of individuals who desire further education. There is a need for academic departments to research and identify in their specific discipline courses/programs relevant for online education

Services for Online Education

We recommend that EIU consider the potential advantages of using both internal and external services to assist with EIU's efforts to

1. market, recruit, enroll, and retain students for EIU's online degree programs
2. provide support and services for faculty who teach online courses

Conclusion

While seeking campus-wide input, the EIU Online Learning Committee’s tentative observation is that there is untapped opportunity for quality online education at Eastern Illinois University.

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